

### Q1: Instructional strategies/tools to improve student achievement

Undefined -- Figure is empty, has no answers

### Q2: Instructional strategies/tools to improve student achievement

Instructional strategies/tools to improve student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	258	51.1%	
Agree	240	47.5%	
Disagree	7	1.4%	
Strongly Disagree	0	0.0%	
Totals	505	100.0%	
Mean	3.50		

### Q3: Strategies for using professional development to improve student achievement

Strategies for using professional development to improve student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	192	38.5%	
Agree	259	51.9%	
Disagree	44	8.8%	
Strongly Disagree	4	0.8%	
Totals	499	100.0%	
Mean	3.28		

### Q4: Ideas for using data to improve student achievement

Ideas for using data to improve student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	162	32.7%	
Agree	241	48.6%	
Disagree	85	17.1%	

Strongly Disagree	8	1.6%	
Totals	496	100.0%	
Mean	3.12		

### Q5: Instructional ideas for using assessments to improve student achievement

Instructional ideas for using assessments to improve student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	162	32.5%	
Agree	254	51.0%	
Disagree	77	15.5%	
Strongly Disagree	5	1.0%	
Totals	498	100.0%	
Mean	3.15		

### Q6: Ideas for improving curriculum to increase student achievement

Ideas for improving curriculum to increase student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	212	42.1%	
Agree	234	46.4%	
Disagree	56	11.1%	
Strongly Disagree	2	0.4%	
Totals	504	100.0%	
Mean	3.30		

### Q7: Strategies or ideas that can be immediately utilized in my classroom

Strategies or ideas that can be immediately utilized in my classroom			
	Counts	Percents	Percents 0 100
Strongly Agree	331	65.0%	
Agree	158	31.0%	
Disagree	17	3.3%	

Strongly Disagree	3	0.6%	
Totals	509	100.0%	
Mean	3.61		

### Q8: Information that will help as our district prepares for 3rd cycle MSIP

Information that will help as our district prepares for 3rd cycle MSIP			
	Counts	Percents	Percents 0 100
Strongly Agree	95	21.6%	
Agree	189	43.0%	
Disagree	129	29.3%	
Strongly Disagree	27	6.1%	
Totals	440	100.0%	
Mean	2.80		

### Q9: The keynote speaker was benefical/entertaining

The keynote speaker was benefical/entertaining			
	Counts	Percents	Percents 0 100
Strongly Agree	217	54.1%	
Agree	157	39.2%	
Disagree	26	6.5%	
Strongly Disagree	1	0.2%	
Totals	401	100.0%	
Mean	3.47		

### Q10: Overall, this PDE was benefical to me

Overall, this PDE was benefical to me			
	Counts	Percents	Percents 0 100
Strongly Agree	245	48.8%	
Agree	231	46.0%	
Disagree	26	5.2%	
Strongly Disagree	0	0.0%	

Totals	502	100.0%	
Mean	3.44		

### Q11: The most beneficial component was:

The most beneficial component was:			
	Counts	Percents	Percents 0 100
Instructional strategies.	4	1.0%	
Project wet	4	1.0%	
Foldables	3	0.8%	
Hands on Activities	3	0.8%	
Fantastic Flexible Foldables	2	0.5%	
flexible foldables	2	0.5%	
Geoboards	2	0.5%	
Hands-on activities	2	0.5%	
Literacy strategies.	2	0.5%	
Networking	2	0.5%	
Networking with other teachers	2	0.5%	
Networking with other teachers.	2	0.5%	
safety in the lab	2	0.5%	
Talking to other teachers	2	0.5%	
"Big Idea" Workshop	1	0.3%	
Other	353	91.0%	
Totals	388	100.0%	
Mean	--		

### Q12: One idea/strategy/technique from this PDE that I will apply or implement is:

One idea/strategy/technique from this PDE that I will apply or implement is:

- Use the MAP review materials as soon as I get back.
- Foldables and Kites.
- Foldable activities.
- Measuring trees.
- Use students in implementing story problems.
- Voc-reading/writing strategies.
- Big ideas.
- Activity that shows how population size can change due to limiting factors changing.

- Physical lab activities from Bill Brent.
- Foldables -- geoboard.
- Reading strategies and writing in science; GLEs
- Mind mapping
- Outdoor activities.
- Concept mapping.
- Foldables/students act out story.
- Outdoor classroom ideas.
- Various reading strategies in science classroom to inc. comprehension.
- Harry Potter stuff.
- You can hide out on the golf course and not get caught.
- Strategies for teaching astronomy
- Krebs's cycle, use of conservation free materials for the classroom.
- Cellular Respiration lab: a bean is a bean.
- Integration of interdisciplinary lesson plans.
- Some cave ideas from evening session.
- Mapping scope and sequence as review.
- Integration of Math and science.
- Teaching strategies like ABC -- organizers, etc.
- Physical science using inquiry learning.
- cellular respiration lab with beans.
- Cross-core team teaching.
- Graphing expectations.
- I will use the "foldable" right away.
- Specific strategies from this session to improve reading in biology.
- Hidden waters/ + cave brochures for environmental class and summer school.
- What's my rule? , Science Cents and Math Matters.
- hands-on activities from Project wet.
- Using vocabulary pictures to assess vocabulary.
- Reading in my science classroom.
- More graphs.
- Some of the demos learned, using on line helps more.
- Light activities from Meera!
- More inquiry approach to science.
- I didn't come away with as many ideas this year, probably because of the classes I took.
- An ecology activity from Cons. Dept.
- Increased use of outdoor classroom.
- Math stories.
- Try to improve on in-class assessment.
- Using problem solving to generate and introduce ideas.
- Technique to teach constellations & teaching concept mapping.
- Using colored cards to rep. A,B,C,D while questioning students.
- Scoring guides from the Romance of Assessment.
- MAP strategies.
- Using foldables, using children's book to supplement objectives, worksheets on the transformation of function.
- Activities.
- Graphic organizers
- Using books to draw content from -- fictional, entertaining books, not just textbooks.
- Benchmarks to test students periodically.
- Using real world data.

- Interactive level demonstrations.
- I like aims materials but have little new presented about them. The NASA materials are wonderful.
- Water quality by DNR.
- Using students as manipulatives.
- Ideas for Earth science in Physical Science.
- hands-on math.
- Use of statistics in my class more on data.
- Mechanics of archery and incorporating globe with one.
- lesson ideas -- kites, tetrahedron stuff.
- Exit slip, entrance slip, tic tac toe, ABC, picture vocabulary.
- Using GLE workshop information to write curriculum.
- Flexible foldables.
- Geoboard.
- The information on applying the GLE's to my curriculum.
- Using applets in the classroom.
- Archery Physics.
- more outdoor activities.
- Bean respiration.
- Math thought problems.
- Vocabulary pictures.
- reading strategies.
- Several.
- Bottle biology.
- Test taking strategy.
- Sharing my experiences now w/ archery physics.
- Using online (free) science simulations.
- Geometers sketchpad in my algebra classes.
- Make sure students know the concept rather than the strategy.
- The performance assessment scoring guide etc.
- Cognitive mapping.
- Aligning of the GLE's.
- Vocabulary pictures.
- The Big Idea.
- Project wet; demonstrating to teachers the authentic living in society.
- Orienteering/Compass use with topo maps.
- Paper folding.
- I will try the cognitive mapping.
- Geometers sketchpad
- Cave - speleothem formations/pleistocene info.
- Project "Dig" workshop techniques.
- The interactive cave.
- "reading in science" ideas, "teaching physical science using an inquiry approach" lots of stuff.
- Physical science activities.
- GPS.
- More technology used/available for trial/practice.
- I have not seen any new ideas. I will continue to use some of the strategies I have seen.
- Geoboards in the classroom.
- Using some of the physical science demonstrations.
- Lesson plans/ideas from the physical science workshop
- Reading in Science.
- Foldable geometry concepts.

- ABC summary.
- inquiry.
- implement info on ground water
- using trade books for math lesson; Inquiry on Physical Science
- Reflection and refraction discovery labs
- Bassistics in my forensics classes
- Banana density and the percent of edible part.
- actually 2 bathroom scale and kinesthetic math/ science
- glove box
- the cave in my classroom.
- Science networking and vocab devit strategies.
- The reading strategies.
- Literature for math
- MAP Strategies
- Foldables for Freshmen low level math.
- writing strategies
- I will use the conservation ideas for implementing for all science slubs, science fair for the elementary school in April.
- 8 questions pperiment design
- kinesthetic math
- Reading strategies- ABC vocab idea was fantastic
- use of geoboards to teach areas.
- Geoboard areas.
- Reading strategies to use in my science classroom.
- hand squeeze- brain busters
- shorter sessions (no 3 hr.)
- Living in Society; Away to show students how much it will cost to live in society.
- probability
- notebook strategies- Labs for units
- ABC Summary, Window Pane, Tic Tac Tow- various reading comprehension strategies
- fantastic foldable mini books
- Tahaha Activities
- Flexible Foldables
- The Banana Activity
- Science notebooks and writing
- Kites and maybe compass
- Using trade books in the classroom/ have students create their own books.
- Writing
- Scientific inquiry labs
- Cognitive Cartography
- Forestry ideas/ using nature
- Kreb Cycle walk-through
- Several from the Conservation Department
- Getting iron from cereal.
- Making animals out of biodegradable packing peanuts.
- Foldables
- Bottle Biology
- Info for meeting standard 6.
- The Big Idea.
- Posters for graphing procedures.
- Moving graphing to junior year.

- Paper folding, bio poem, mindmapping.
- Bio-Poem
- lab
- Both of the above.
- Ideas from the above.
- Use of geoboards.
- Math in real world
- Life savor lab
- The Krebs Cycle Game - we are doing cell. resp. right now.
- Kinesthetic approach to learning.
- More of these - Fun activities, good background info, GLE matching.
- Activities.
- Picture collage of succession, so kids have to visualize and find examples.
- I will purchase Geometer's Sketch pad.
- Vocabulary building activities from Science Reading Workshop - I will also purchase Total Science Safety CD
- Creating icosahedrons in my geometry class.
- Strategies for improving content reading.
- Energy from natural resources and Harry Potter
- Test prep info from 28a.
- Reviewing our curriculum and connecting to our GLE's.
- Bio Poem
- I hope to implement conceptual physics concepts in 9th grade curriculum.
- The fantastic flexible foldable and kinesthetic math and science.
- Universe strategy for 7th grade. Great ideas!
- Lifesaver lab from GLE-ful Grab Bag.
- NASA materials that were distributed and corresponding ideas.
- Concept mapping for chap reviews.
- New ideas for teaching science concepts.
- Teaching reading new graphic organizers.
- Inquiry approach.
- 4-5 ideas from the Teaching Physical Science seminar.
- Periodic table element game (National Geographic)
- Donna Sanborn's probability activities and WebQuests.
- orienteering
- orienteering
- GLE's
- 1. Geoboards - concept mapping
- reading in science
- Big ideas.
- Incorporate GLE's into my teaching.`
- 8:30-11:30 - 12-12:30 Start early/ have lunch and return.
- (inquiry method)
- Mind mapping, problem solving - Monday afternoon - 4:00 to 5:30.
- Mind mapping, math scents, strategies for problem
- Reflection and retraction discovery labs.
- Creative note-taking with fold-ables.
- Many reading strategies from "Reading in Science".
- Reading strategies in content areas.
- Project Wet activities
- Using GLEs



- Orienteering!
- More math, please.
- peer teaching
- ABC Summary and Vocab. Picture.
- So much wonderful info.!
- Geometry teaching strategies- Folding activities/ also-David Schwartz Tools (if schools will buy them)
- Use Fantastic Foldables`
- The hands-on activities
- All of Phys. Science info I heard.
- Hand on with water quality.
- "ABC" way to help with reading in science.
- Presenters spending too much time on explaining why they do what they do and not getting to the "meat" of what we need in our classrooms.
- forests components.
- Foldables and Word Problems
- Big Ideas, Healthy Water, Healthy People Curriculum concept development for students.
- Healthy water Healthy People Curriculum.
- tetrahedrons, kits, and history of math.
- Inquiry lab strategies, free computer simulations of concepts online.
- Try to get my students involved in math counts contests.
- Inquiry Based Methods- more questions on what we can change for future.
- Project Dig
- More hands on activities.
- Flexiable foldaboles for study guides
- above
- Any ideas from Universe- Fantastic!
- Notebooking in the science classroom.
- Writing in the science classroom.
- SE and Globe
- Mind-Mapping to review material done with the sub this week.
- Popular studies
- Use of Big Idea in classes/ and also the curriculum on Big Reverse Energy.
- Ecology activities
- discussion about variables
- Structure- it was difficult getting into classes/ workshops w/ all the varying times. More variety of classes- all 90 minutes on one day- something!
- Putting more inquiry into science instruction
- webquests
- Telegraph demo
- Fantastic Foldables
- Archery Physics
- ABC Summary
- compass orienteering
- Idea for presenting Krebs Cycle and the Reading Strategies.
- investigation activities
- Geoboards for area and perimeter and problem solving.
- Utilizing more writing in my science classes.
- The Chemical Inventory
- population lesson plan
- labs for biology from the GLE grab-bag session.
- Use this information with past conference/ training for class

- Informing my students of the importance of preserving ground water.
- ABC Summary from Reading in Content session
- Moving my students from concrete to inquiry
- "Calculation" as used in GLE's... UNIVERSE
- Word problem strategies, Geosketch, and teaching inspiration in a different manner.
- Math Problem of the Day using inquiry Process
- Kelly Kraft, Shelly Kraft
- Flexible Foldables and Success-Probably
- Stoichiometry lab
- The astronomy ideas! Great resources and ideas.
- It will be using the game to help students to understand the production of ATP
- SIM/ Computer Assisted Learning.
- Acting out story problems
- Using lessons to promote student inquiry and teaching students to use information to justify their answers.
- Use the GLE's to write test questions.
- Ideas from handouts
- Hands-on activities
- Vendor # increase
- Making reading connections to improve comprehension
- Ecology workshop
- Success, Probability
- making tetrahedron kites
- Ecology workshop
- concept map
- more varied writing strategies in the science classroom
- using students to act out story problems
- Hands-on activity to review terms in geometry
- I will use the Authentic Living Activity this year I hope.
- Geoboards in Geometry
- Kites- team teach with computers and out
- Ideas from the physlate workshop
- Water quality
- Science notebook.
- Sessions on probability
- Ideas/ materials that we ACTUALLY went through.
- Problem solving
- Building 3D shapes w/ straws/ vetrahedons
- Planning a Circus with 7/8 graders.
- Student interactive demos w/ inquiry learning.
- GLE's
- Breaking class- difficult interns material into little practical steps
- writing in my math class
- Macro invertebrate Identification
- Minut mapping (#25b)
- New reading strategies
- Foldables
- The consellation chart I received in #47.
- Inquiry Process Skills #2a.
- Refraction/ Reflection
- Some of the many activities I participated in- tree height calculation, predation- prey game, water results, population growth and death activity, etc and many more!!

- Everygy for MO: Today and Tomorrow
- brain teasers from math cents and science matters
- Science lab safety
- caves, project dig
- Will obtain Geometers Sketchpad with the lagtags in my classroom
- Using the Science GLE's for writing test questions.
- More hands-on activities
- Calculator for sun path from universe GLE.
- Several activities from the Forestry and Outdoor skills sessions.
- The foldables and astronomy activities.
- Kites, conservation activities.
- Foldables workshop/ session.
- Using the forest more as a method to introduce concepts to students.
- Bottle Biology
- Using WEBQUEST in my classroom. Implementing Rube Goldberg in my class.
- Cognitive Cartography - It can be used for evaluation and organization of ideas.
- Using Physics in Mathematics classes.
- Mind mapping
- The foldable books for notes to use as "cheat sheets".
- Some of the problems I worked I will give to my classes.
- Incorporating concepts in problem solving.
- More hands on - kites.
- Hands on instruction.
- Foldables
- Project Wet - cholera outbreak/ bacteria.
- The use of simulations in my labs/ demonstrations.
- Perf. Evnt. for Sci Method.
- Include more hands-on activities.
- 4 5 9
- Safety Check
- CAVES
- Set up 3 hr. sessions, longer could be broken down into 2 1/2 sessions.
- taking an 8th grade class to teach a 1st grade class
- Archaeology Class
- Project DIG- introduction to Archaeology
- Origami
- Some new inquiry techniques
- foldables
- How to access (Romance of Assessment)
- pre and past testing
- lessons from my WZHE workshops (Wet/ Healthy)
- graphing- having students question, then come up with activity collect data and graph.
- Flexible Foldables
- Foldables, Orientating for Summer school
- Note booking in Science
- notebooking in science

**Q13: Your constructive comments are appreciated. How would you improve the content or structure o...**

Your constructive comments are appreciated. How would you improve the content or structure of this PDE?

- I only attended one session (Martha Short), otherwise I presented and spent my off time peeking and tweeking my presentation. I was quite impressed with the MU and DESE staff I.E. their congeniality and cooperation.
- I thought the conference was very well managed this year.
- Six hour workshops are too long. 3 hr. and 1.5 hr. were just right length. Registration booklets are very hard to fill out. Not enough time from getting confirmation to cancel when you didn't get any workshops or any that you asked for. Money is already committed.
- More outdoor sessions.
- I would like to have more choices in the math area.
- I would truly appreciate if a conference would strongly incorporate the best practices to use in a science class within a class. How to create the best situation for MR, LD, BD students as inclusion classroom.
- Shorter sessions.
- Those long sessions are too long (3 hr. +).
- Allow more people into sessions.
- I think that you should try something different with the tickets. Sign everyone up for their 1st and 2nd choices. Then everyone can use the ticket exchange booth.
- 6 hours in one workshop seems too long.
- More high school math sessions. Have programs available sooner or let teachers know it is available on the web.
- Must have more sessions on discipline. It doesn't matter what you know if your classroom isn't on task. So many knowledgeable teachers are struggling. ... Breakfast 8-9:00.
- Content: nearly all classes were math/physical science related. Very little was offered for biology/botany/astronomy teachers. Science teachers are not Necessarily math teachers. Not all teachers teach physical science.
- Better lighting for stellar origami session. More specific description of classes so I could make better choices.
- Sessions on classroom or behavior management. Improving curriculum for LD students.
- The forks are too small. I need something about the size of a pitchfork.
- 2 or 3 hr. sessions would be most beneficial.
- Have more exhibits with freebees to teachers.
- No suggestions. Great professional development event.
- Make sure sessions are listed whether middle school or high school -- some sessions I thought would apply, did not. Also, let us have our choice in sessions rather than place us--glad we could attend or change sessions.
- A specific event to help teachers socialize outside of the presentations (i.e. karaoke). .. I would suggest more High School presentations on math.
- Meals: put pitchers of drink and empty glasses on the tables, put undressed salads and a container of dressing on the tables, offer more high fiber, low fat foods (brown rice, whole wheat rolls/toast.)
- Cut down on long sessions -- simplify scheduling so I can get into more sessions -- have break times scheduled in.
- Need more 10-12 year biology sessions.
- Sessions should be limited to 1 hr. or maybe 1.5 hrs. I would rather attend 6 - 1 hour sessions in a day than 2 - 3 hr. sessions.
- Would like less 6 hr. blocks and more 90 min. sessions and less evening events.
- 6 hour sessions are too long. without a "lab" component although my 6 hr. was very good.
- Need to have workshops for NO more than 3 hrs. The 6 hours is too long. 90 minutes is good because you can see more speakers. Need to improve on food. Need more meat.
- How about presenting ideas directly related to the strands on GLE's? In other words, offer content for each strand.
- More content-specific sessions -- biology, chemistry, geology, environmental stuff.

- Please make sure the title of the class matches the content and that the catalog description is more specific.
- Please offer more of the short classes.
- Shorten 6 hour sessions -- too long. Try not to overlap 3 hr. sessions.
- Some of the descriptions to the classes in the booklet were not always accurate -- this turned out for the best sometimes, but not every time.
- There were too many 3 and 6 hr. courses.
- It was good.
- I really enjoyed the conference! Try to get more workshops, make sure Science and Math are both available for all levels -- good luck!
- I enjoyed the group that left site.
- Assigning sessions didn't seem as organized as usual. I heard lots of people say they didn't get anything they signed up for. I (and others) had whole days with no sessions assigned.
- Offer more than one session of the most popular workshops or use bigger rooms.
- More math sessions and offered more often. Science teachers shouldn't be admitted to math sessions until all math teachers have had the option of attending.
- Please post directional signs for 1st timers to register/eat/etc. Please have facilitators arrive early to sessions (more than 2-3 min) and be more informed on procedures - tickets, evaluations, introducing the speaker, helping with material distributions, etc.
- I was disappointed this year. I have attended every year! I did not get classes I wanted. I got very few classes I scheduled. I want quantity and quality. Short classes--lots of them. Some of the descriptions didn't actually match the class.
- Take requests on first come basis.
- More 45 min. sessions, so that you can attend a variety of workshops.
- Schedule classes so they do not overlap as often as they did.
- Please recycle the pop cans.
- NASA connects with math and science was awesome presentation. I hope they will be back next year. More math topics for next year. A computer lab for those presentations that require exploration.
- Bottle biology was wonderful but would have been better if it were longer, and we actually built one instead of just hearing about it. Was disappointed that share fair was cancelled. More hands-on activities!! Upper level Please!!
- 8 step strategy awful and boring. WebQuest half of people walked out.
- Common assessments-- good question development.
- Have more interactive activities and displays.
- More interactive -- not just sitting down.
- More high school math. It seemed things are still geared to middle and elem.
- Not much to choose from for math teachers!!!!
- Seek out new presenters, get materials application to teachers sooner, or shorten conference.
- Go back to 50 min. sessions.
- List middle level vs. high school in program book for sign-up.
- Include a wider variety of math presentations.
- Ask that all sessions have some sort of movement or group activity rather than be entirely lecture.
- I understand you need to limit class-size, but my district does not send in the information on time and I get my #4 picks every time. Let us go to any class w/o tickets. Make it an extra day so we wouldn't go to class at 7:30 at night. Classes 8 - 4 Thank you.
- More 45 min. workshops -- too much lag time enjoyed evening choices.
- More choices if possible -- booth for activities etc, for teachers during the summer.
- Make access to classes easier. Some kind of monitoring system to announce openings in classes since I had open periods I could have used.
- More website -- computer rooms. More presentations on webquest latest about technology.
- I need more hands-on activities for teaching GLEs; things that take only 15 or 20 minutes and teach

a specific content. SCIENCE methods to get students to achieve at a higher standard. No one cares! How do I let students know that I expect their highest performance without intimidating low-achieving students? (Those with IEP's)???

- Clearly identify the level of knowledge presented in workshop descriptions. Teachers who are science majors do not need the same level of instruction as teachers teaching out of their field.
- Times overall conflict. Really limits # of useable sessions you can go to. Registration booklet confusing.
- Sessions you know will be popular should be in larger rooms or offered more than once. Don't put people in presidential award session if they don't sign up for it -- that was a wasted 45 minutes.
- We need more 45 min. sessions. It was difficult to pick classes ahead of time.
- The structure of the schedule left many people with time gaps where they couldn't have a session. It also seems like 6 hours is a very long time for most sessions. At what point, according to the research, do you begin to lose most of the learners.
- Have less in the evenings, too many conflicting choices. Have a special night for exhibits only so people have time to get there.
- More physics, less grant info., more lesson type activities.
- Go back to 45-min and 90-min. sessions.
- Less overlap so attendees could find a better fit in their schedules.
- Redo the registration form -- it is confusing. Stick with 45 and 90 minutes sessions.
- I think we have a high quality content already. You are doing a great job.
- I would like to see more directions on how to get to different rooms.
- This was the best out of 6 Interfaces I have attended. ALL the sessions I have attended thus far have been highly beneficial. Keep up the good work!
- Inquiry lessons provided an opportunity to participate.
- Keep up the good work with the hands on sessions.
- More hands-on experiments -- less focus on MAP.
- More openings in some classes. More information on teaching to MAP.
- Have all dinners at the windgate hall! More H.S. Math!!!
- More topics geared towards ALL areas of science teachers i.e. Agriculture instructors LIKE Missouri Conservation Presenters. They fit into their curriculum great. No more 3 hour sessions. Go back to 45 min. and 1.5 hrs. The 1.5 ones I attended easily could have been 45 min.
- Relate more to the state standards.
- A social activity! Shorter sessions, 1.5 hours max, also would allow for more choices. I got approved for 3!
- Shorter sessions, 45-50 min. Not 90 min. (too long).
- More curriculum workshops--use consultants like Bridges.
- I would suggest more math choices at different times, it seemed that they all seemed to be at the same time.
- Meals were pretty weak this year.
- Most teachers have trouble with discipline. I think teachers need help in this area. It does not help to have new ideas if students are not going to behave.
- I was disappointed to only get 2 of the 9 sessions that I chose. Only one of the exchange tickets worked for my teaching area. (high school math).
- Would like to see a split between middle school and high school.
- In two classes children were seated at tables with their parent while participants were standing.
- There seemed to be a heavier emphasis on science. Also the longer workshops seemed to reduce the number of short sessions (45/90 min.) It is very difficult to sit for long periods of time when you begin at 8 a.m. and go until 9 p.m.
- 45 min. - 1.5 hrs. is a good time frame. 3 hrs. is too long. I'd rather go to more short ones than the longer ones.
- Workshops should be described with grades they are appropriate to -- i.e. 7-9 or 10-12.
- Registration forms are confusing, booklets need to be mailed out earlier.
- Be specific with level of who the session is meant for. H.S. teachers should specifically gear to

other H.S. teachers. Don't put all the 6-hour sessions at the same time. 8-3 w/ lunch break or 3 -9 with dinner break. or 12-6 like this year.

- A lot of good sessions I didn't get to attend. Would like to see some repeated next year.
- The 6 hr. physical science workshop. Needs to be split into 2 days or morning then lunch, then afternoon.
- Workshop materials overlapped/strongly connect -- combine? I didn't have time to go to some sessions interesting to me.
- Allow teachers to bring share fair ideas to 76 case itself without length SBS.
- View presentations before selecting presenters.
- Quit giving workshops on how to recycle unless we are willing to recycle during the conference -- Why don't we have pop can containers only? Why doesn't someone in charge talk to Tan-Tar-A and change this for all of the future conferences held at Tan-Tar-A, not just Interface? Don't you think all conferences would recycle if the containers were made available?
- I would have loved to have more classes to go to as well as more ideas for the classroom. However, all the info was useful and helpful.
- I will not attend another meeting in the auditorium unless transportation is provided. Not so many long meetings--they are interesting, but it is hard to sit that long.
- Begin later on Sunday. Our district didn't pay the Saturday night hotel, but it was necessary to come down Sat. because the conference starts too early on Sunday. No more 6-hour conferences. 3 hours should be enough.
- Better control over the choices received for classes, plan so not all hands-on math classes overlap or are at the same time.
- Make classes shorter so people can attend more workshops.
- Fewer long sessions. More 45 min. and 90 min. sessions.
- more technology
- I enjoy it each time I com. Appreciate being able to stay in rooms close to main building
- Need to be more math sessions for MAP
- Six hour sessions are too long!
- A better description of the workshops; high school and middle school teaching strategies offered separately
- Presentations for High School and Jr./ Middle High should be identified: Strategies are different
- more geared to upper H.S.
- Too many choices for evening. Have a special night when exhibits are open. Bags are useful, but pocket needs velcro.
- 45-90 min. sessions are most useful and easily utilized.
- Need more specifics for day-to-day use in our classroom. Most of us know the general concepts- need more usage plans.
- Need more sessions at FoldablesNeed more 45 min - 1/2 hour sessions, 3 hours is too long.
- More MATH, more strategies on teaching kids to THINK to reason and how to WRITE mathematically.
- Add more MATH conferences, logs of science hands on- math would be helpful/ beneficial- as a math teacher- too many science not enough math.
- more sessions with specific math activities (Middle School)
- More math- middle school- no 6 hour sessions- 45 min. to 1 1/2 hours would be long enough. sign people up for more than 4 sessions- we are here for 2 1/2 days- 4 sessions make it not worth it.
- The scheduling of events was poor. I was only scheduled to attend 3 sessions I had to work my way into the others in order to fill my day. I was scheduled for a 6 hour session that I didn't pick.
- I would like to see more High School classes and software applications.
- \*Didn't receive booklet until mid-January (even though it was on the internet in Dec.) -Would like to see more computer labs (Rather boring to watch someone surf) Have more 90 min. sessions- less 3 hours. Like to see GLE workshops next year.
- I found it very difficult to complete the registrations sheet for sessions- light-green ink was difficult to read and print were too small although I now you were trying to fill thinks one side of the paper.

- I felt all of the class I participated in were well presented and information applicable and useful.
- Raise the standards for some of the sessions. A few that I went to were awful (esp. Monday am Map to Success from N. Kansas City)
- Please provide more MATHEMATICS. ALSO, please label classes as 7-9, 9-12, etc. in the information booklet.
- I didn't like the time slots 90 min, 3 hour, 6 hour. It seemed speakers I wanted to hear overlapped sessions. I registered shortly after receiving info, but didn't get sessions I wanted.
- Identify grade level of session. Junior High vs. High School.
- Indicate middle or high school level on the descriptions of courses when we choose.
- I liked the workshops that included add-on activities. I found them more interesting and felt like I learned more from them.
- In your class descriptions, tell whether the class is geared towards high school or middle school. Have larger MAP and GLE sessions. Many people did not get to attend and these would be the most important.
- I would make the sessions open to more people.
- I LOVE this conference; but perhaps a small, continental breakfast on Sunday morning for all participants: 6 hours is a lot, perhaps 4 or 5- Bring back the Wash U group for GLEs in physical science- I didn't get it!
- More hands on, many say we are going to be "actively involved" and we are not OR we are involved 5 min and they talk 1 hr. 25 min.; less 3 and 6 hr. sessions, more 45 min. I would like to see teachers come in like we were there 50 min class and teach us just like they would their student over the topic.
- Bring back the black zipper bag. I still use and love it!!
- Please send drop letters/ schedule to participate BEFORE the first cancellation date.
- Bring back the black- zip at the top bags. I want one of those!
- The good has not been good this year
- Several people had problems w/ registration and hotel arrangements being made. Somehow they weren't even though they had made reservations.
- Too many long sessions make it hard to get in very many. Go back to more 45 min. or even just 1 hour sessions- which means not making presenters choose longer sessions. Get information out earlier- November or December- before Christmas break.
- Food was great!
- Allow more people into workshops. I liked being able to get into a workshop even though I didn't have a lot of workshops from registration as was able to get into classes.
- Try to move the math sessions so more are available at different times. Try to get more math related topics. Try to get the share fair back.
- More 90 minute selections, 3-6 hour course a little too long. Thurs., Fri., Sat. would be better than Sun., Mon., Tues.
- I really liked the conference before when there was many 45 minute sessions to attend. 3-6 hours sessions are too long. It's nice to get lots of info from many sources. Also, we need more High School not Middle School content. Seems most sessions are geared to lower level.
- Packing 45 minutes worth of material in to 3-6 hours doesn't make it into 3 or 6 hours of learning experience - it only limits the number of ideas/ sessions participants can be exposed to.
- 6 hours is too long. Separate the sessions into Part 1 and Part 2.
- Descriptions of sessions should better match the actual session content. Too much repeat of information in the sessions was from other conferences.
- More on implementing different ways to prepare for MAP testing.
- Very nicely done.
- Continue to offer Conservation Dept./ Dept. of Energy Sessions. They are great!!
- The 6 hours session was just too long even though it was full of activities and constant ideas.
- A 6 hour session was too long. 4 would have been better. My attention span was lost after 4-4.5 hours.
- No more 6 hour sessions. Way too long.



- Too many looong sessions. Need more shorter sessions, especially in math.
- Lessons on teaching teachers "how" to write assessments not just showing a couple of good examples - but step by step demonstrations on actually writing assessments.
- I would allow for alternates - Not just have nothing if your choices can't be honored. I would like to see all sessions offered twice during the conference.
- Shorten down the 6 hour sessions. Have multiple short term sessions instead.
- Better descriptions of sessions, more shorter sessions, more upper high school content.
- More math, especially on the last day.
- More math choices
- Loved all the conservation.
- It was very well planned. I loved the bird sanctuary presentation.
- Maybe more information in registration packet - like goals/ objective of each workshop so you know exactly what the workshop is about.
- Structure - shorten presentation to offer more variety.
- There needs to be MORE SHORT sessions. The 3, 6, and 12 hour sessions don't allow me to pick up the ideas for my classroom as well as the 45 and 90 minute sessions. The students need hands on and the two 90 minute sessions I listed above did allow me to take home lessons and ideas which I will be able to use. This is a great conference and enjoy it every year I have attended.
- I love the Conservation/ DNR classes. I think using outside professional resources is excellent.
- Need to get tickets for classes. Only had 2 and had to beg for entry.
- More of these - Fun activities, good background info, GLE matching.
- More sessions of one workshop (4 instead of two) might give more opportunity for first choices. I only got 2 of my 1st choices. More Math.
- Get the share-a-thon sack.
- Sessions too long and some sessions only offered 1 one time.
- 6 hour sessions too long, especially if you get in one and then learn it's not applicable to your area.
- More opportunities for HS Math. Increased level of sophistication in many presentations.
- Rethink the idea that 90 minute sessions are necessarily better than 45 minute ones.
- More time slots.
- We have little classroom time to use practices other than what we need to do to teach the info needed for the MAP test. Many sessions provide tools that would be much too time consuming to use in the classroom.
- More opportunities for conservation and DNR.
- More workshops so that you can get your choices and 6 hours is too long - nothing over 3 hours. Each workshop should be offered at least 2 different times.
- We need more math sessions.
- This was an excellent conference. The original registration page was confusing s to which session number was being checked (before or after the number).
- MUCH MORE MATH! Maybe having presenters handouts on CD as did about 3 years ago.
- 6 hour should be 2-3 hour sets. Too long.
- Is there a way you can preview presentations before booking them? There needs to be more science related sessions.
- No children in workshops, advertise more for presenters, make the presenters application easier to fill out, more hands on act's. Thanks for a great job!
- Better dinner quality of food.
- I feel this was a great conference. I enjoyed all my sessions.
- Structure: I thought there were too many long sessions - I like the shorter ones better. There aren't as many choices if they're long.
- More sessions on physical science - force, motion, matter and energy!
- Maybe include types of handouts and kits, etc. going to be given at class in the bulletin.
- Jennifer Baldwin had a fantastic packet with evidence of a lot of work. She could probably use a little mentoring on how to present. I also noticed some difficulty trying to work out timing for

sessions I wanted.

- More workshops on content, concrete ideas.
- Continue having content workshops.
- Friday lunch needed clam chowder for the Catholics who cannot have meat during lent.
- I would like to see more math specific workshops.
- More water available in some areas - less time between some sessions. 90 minutes between is too much - 30-(45 max) seems enough.
- Please ask presenters to give assessment examples and how they help make GLEs work.
- Have maps to Suite G and Terrance rooms.
- I really enjoyed the long session.
- More tickets available for sessions - Lots of money spent on registration and only 4 tickets given and not what signed up for! Could not get in classes or sessions wanted. Very disappointed.
- Conference books sent sooner. More classes on origami. More math choices.
- Classes start afternoon on Sunday or more math choices. Conference books out earlier.
- There needs to be more sessions for math.
- Scheduling was a problem. More math is needed.
- The conference was very well run. I appreciated facilitators making room for me in a session when I didn't have a ticket.
- More math sessions!! Vendors were mostly publishers and science - more math.
- More actual secondary teachers presenting and not corporate or organizations - They are out of touch with classroom.
- Handouts could be available to all in an electronics form. Use a facility with wireless access. There were too many sessions I could not attend due to schedules - Perhaps some could be shortened to allow for more variety.
- More 50 minute sessions for variety.
- Recycle the pop cans not just at Interface but get something started with Tan Tara for all their conferences.
- More math sections especially in the higher level content areas
- More strategies to help teachers improve instructional practices/ more sessions related to the teaching of mathematics.
- The tech parasel was cancelled and some of us had only allowed time on that specific day to visit it. Also, please get catalogs online sooner next year. \*Change rating scale for a neutral some had trouble with this.
- Make sure that presenters have time to eat between presenting & evaluating. Try to spread out math workshops more.
- I like the shorter courses. It holds my attention span. I wished I could pick up additional handouts from the meetings to share with teachers back home. This way, I could write on one copy and have one copy to share.
- \*Hotel Comment- at a technology related conference- No wireless internet? or fee to call out to ISP?\*Curriculum is not used by teachers- GLE's are driving prices now.
- I think David Schwartz would make a great keynote speaker.
- Success link in July provides each participant with a CD containing ALL activities and lesson plans utilized throughout the workshop. I am continually frustrated because I can't get workshops I want. If a CD was provided, I would be more inclined to come each yr.
- Some sessions I attended should be longer (Safety).Some should be offered more frequently.
- More science outdoor activities.
- More H.S. science workshops
- It seemed very well organized this year!
- Higher level seminars.
- Its really great- just be sure presenters like Bryan Hopkins get a lunch break. I felt bad for him because he presented 8:30-11:30 + 12-6 PM. Thats awful for him.
- List content of sessions more appropriately in booklet so teachers can make a more informed choice as to what they are signing up for.

- Make content available on a website.
- I liked the math-science combined topics, and I think there should be more of these.
- I had a difficult time getting into the classes that I chose . (Must have been filled earlier!)
- Math thinking skillsVery limited workshop choices if unfortunate enough to register late. Those I attended were good.
- Everything seemed to go more smoothly
- Applied for 8 courses- got 1. That is crazy for \$255. Yes, I checked the ticket exchange. I want a sampling of ideas- Not two courses. 3 hour and 6 hour are too long. A lot more 45 and 90 minute options.
- Less long sessions, more 45 min. sessions. More about MAP testing success. Easier to understand schedule.
- It was very good, but origami should have been a better lit room. The speaker should have not been scheduled until 8:30 (when he started) for his session and he should have had his bones there, etc.
- Should have called Universe SOLAR SYSTEM. Was quite misleading- include more Life Science, and improving student interest.
- Some sessions need to be longer. Lunch and dinner seem rushed- spread it out- give 2 choices- 2 rooms.
- Warmer coffee A.M.
- The content was wonderful. Parts of the schedule were a little confusing. Would it be possible to organize the sessions within blocks of the same time period? Example 8:30-11:30 (3 hr.) (90 min.) (90 min.)- maybe cut 5 in. off each for travel time.
- This conference was EXCELLENT- well organized, excellent classes, pleasant DESE/ STOM Staff. I feel renewed and inspired. Thank you Sincerely!!
- Just make sure that the sessions are for the correct category- i.e. if it says math AND science, make sure its both, just not one.
- 4 5 6 9 10 11 12
- Some of the description did not fit what the session was really about. These could be written more clearly so we know exactly what it's about. There was not much for math.
- Unless a session is very CONTENT specific- the long sessions become VERY boring for experienced teachers. The strategies have all been tried. Those that will accept the new ones seek them out. Those that won't- won't. Our time is so precious. Making the most of it is a TOP priority.
- I was very disappointed this year. Same old- same old- the exception Session 77. There are still teachers that need basic sessions on the use of technology. See 346 for the rest of the comments.
- Shorter sessions and more of them. I didn't get the sessions I wanted and I didn't have as many sessions as i was interested in.
- I learned A LOT- the origami session was amazing. Include directions to Tan-Tar-A for 1st timers!! Also, have a visible coat check for those who have to stay in Estates so we don't have to carry our coats around all day!
- There were not as many workshops available, several were pretty redundant and lost lack of interest.
- I liked the buffet style dinner more. i also request a suggestion of the grade level for the session in the catalog.
- More content assoc. workshops. Upper level/ AP level topics. Give presenters a format to follow- Some wasted 20 min. on worthless chatter.
- Offer an Interface "discussion board" or chat room online for exchanging tickets and info prior to interface and for follow-up info-exchange and discussion.
- I feel 3 and 6 hour sessions are too long- I prefer getting the main idea w/ a handout than the full details.
- MDC materials for science need to use metric.
- There seemed to be fewer math sessions when we really need more.
- I received NO sessions that I signed up for. If there are too many signed up, take it to a bigger room!
- Keep it as it is!! Thanks!!

- I believe the structure of this PDE is fine. Everything flowed smoothly. The only thing I would change would be to simplify the registration form a bit- it was a touch confusing.
- More equal time slots for sessions so it is easier to get into more sessions- possibly shorten some sessions.
- I would like to see shorter sessions where I can obtain more information on a variety of topics instead of detailed information on one topic. I have been a counselor for the last 8 years and have not attended interface. I like the way it was structured then, better than now.
- More 90 min. sessions- less 3 hour so you can AVOID overlapping and get your first choice on more sessions.
- Need to incorporate more shorter sessions again. See form for the rest of the information.
- I spent most all of my time in this course. The field trip was great.
- MAP related sessions that focus on Matter and Energy
- Please have more 45 and 90 min sessions. We come to get classroom ideas that we can implement right away in the classroom.
- I wish the archery would have had more of a physics base rather than a base in conservation and safety.
- 3 hr. sessions are too long.
- Allow presenters more time to set-up for sessions.
- Need more variety in topics... old fashion days of making stuff for our classroom.
- \*Determine discipline pathways- Chem. teachers take these sessions- Bio teachers... etc.
- The registration form was complicated and confusing. Keep up the good work!!
- The benchmark program was a joke.
- The 3, 6, and 12 hours sessions make it VERY difficult to attend all of the sessions that you would like to. Shorter sessions 45 min. or 90 min. are better because you then have the opportunity to go to more since those are offered at multiple times.
- This is the first conference I have attended in several years. I appreciated the de-emphasis on creating long fancy units to emphasize ways of creating teaching what is already in the text.
- More workshops that promote student inquiry registration forms are confusing, mail out booklets earlier.
- I would like to see more 45 minute or 90 minute presentations. The 3 hours are not too bad, but there were too many of them. I was not able to attend many sessions because of that. I had too much time with no meetings.
- more 50 min. sessions- not as many overlapping times.
- It was great
- Put grade levels in book for each session. Some classes were way too advanced for 7-9. Origami class needs light- it was very difficult to see. but origami class was great.
- Enjoyed the 3-6 hour and 1 1/2 hour blocking of workshops,
- It has been very good- All the sessions I attended were excellent.
- if it was really supposed to help with 3rd cycle MSIP, I didn't see anything that was for that- and we're working on 4th cycle anyway- See additional comments on back
- More active things to do
- indicate on the session description what grade levels the materials presented would be most appropriate
- The old STOM prom was a great icebreaker and "get-to-know-each-other" time. BRING IT BACK!!!
- More math on Tues. morn- bring back Share Fair
- 6-hr. sessions lose some of their appeal after 1st few hours- Need more 90-min. sessions.
- Make sure there are math sessions available at each time slot.
- There was only one math event on Monday evening and as always it was full before my application went through. I hope next years applications come out before Christmas so that I actually have a chance to get into some other classes. I am aware that this is available on-line but I have to do everything through PDC.
- Some of the descriptions did not match the class. More math needs to be offered. More sessions of

the more popular classes need to be offered.

- Like tickets- limits hands on activity attendance. Did not have many tickets, but felt WELCOME at other sessions. Presenters were flexible in inviting last minute participants. Was able to make every session I wanted! Wonderful organization presenters!!
- More organized than several years ago- Liked the tickets workshops- were not overcrowded.
- Scheduling so I could have more than a 15 min. break for lunch.
- Actual ideas and lesson plans to take back to the classroom are great! However, the registration for some is difficult. Have all the presentations the same length and start/ stop at same time. Let you go wherever to watch presentations.
- Registration process- Get an idea with preregistration in numbers of people interested in session, could help determine room size needed. Do away with tickets and let people in till room is full.
- Put session from Sunday to Monday.
- More math content
- Make the Universe class 2 hrs rather than 6- that was too long- she chattered most of it. It could have been taught in 2 hours. If they need 6 hrs, they should have 6 hours worth of activities.
- I did not get any of my first choices and enrolled VERY early.
- I would love to see a workshop on how to write a grant for technology in the classroom.
- 6 hr. sessions were a little long.
- A few more 45 min. sessions
- Open sessions to larger audiences- make more tickets available or don't send away those without tickets- Provide more sessions on technology on upper level math.
- 9 10 11
- More sessions should be offered
- more mathematics workshops are needed. When I signed up for the conference, most of math sessions were full. (of the few offered) Math seems to have been neglected the past few Interface sessions. Where was Wesley Bird? He should have done a session on GLE!!!
- I am a middle school math teacher and found that some of the conferences that sounded like they would apply to me did not- list grade levels that would benefit along with the Mor S label
- Sessions in math were weak. Need more instruction on MAP and GLE's, like how to use them, how to read them.
- I was a little concerned about session #10. I come to conferences to learn about content/ activities that I can use in the classroom. Session #10 was like a commercial.
- It was great!
- There needs to be more math. This conference seemed a little thin on math.
- Please, no more 3 hour session, allow 1 1/2 at the most!!
- More MCD outdoor conferences like boating and hunters safety certification/ field trips. Share Fair
- Share Fair should be held with all of the extra materials on Tuesday during formal workshops and after.
- Recycle
- One class that I went to (Ecosystems) had too much lecture. They had some great activities to share but the lecture was very dry.
- We need sessions on discipline in the classroom and classroom management. More hands on.
- Some descriptions did not match the presentations We need more math workshops vs. Math/ Science. I would like to see more MAP Strategies. Thanks for your time and effort.
- Some of the sessions could have been shortened.
- Salad bar, potato bar - give me a break! Where's the beef? As I mentioned earlier, choices were very few this year. I had a hard time finding something that interested me.
- More MDC Presenters - They always provide applicable, easy to use ideas and more curriculum materials.
- Don't have 6 hour sessions. They are too long. If they need to be that long break them up between lunch (3 hours before and 3 hours after).
- Better lighting for Origami session - Please continue that session.
- More math PLEASE!

- More options on Monday...
- As a participant and a presenter there should be more shorter presentations. The longer ones are great for new teachers, but the experienced get frustrated and leave when you try to get them to go through one of the activities so they really understand how to implement all of the ideas you give them.
- Include a map of out buildings. Better (or more) exhibits.
- Please allow more time between change of rooms when there is a construction activity. The facilitators were a tremendous help.
- Although my marks are 2 in Rubric, it is how I observed conference, not as how I prefer it. In my opinion, conference was wonderful. Give content to teachers - this is what is needed.
- 6 hour sessions are probably too long unless connected with college credit.
- I was disappointed with the exhibits - not enough variety! More math workshops. Keep the origami - it was great!
- Keep the origami - I love going to that one each time I come. Disappointed in exhibits - very few vendors. More math sessions - has seemed very science-y last few years.
- Structure - More Math workshops; more data based ideas for improving scores. Content of every workshop I attended was great.
- More math opportunities on last day. Modify elementary presentations for upper grades.
- Include a session on getting through to the inner city children and ways to get them to want to learn.
- How to motivate students that are "checked out".
- A better lit (lighting) room for the origami class would be helpful. More double 6 hour classes (to allow for larger enrollment). Additional classes about GLOBE.
- What happens to all the extra food? Does Tan Tar A donate it to those less fortunate?
- Fewer 3 hour and 6 hour sessions to allow for more choices in 1 1/2 hour sessions.
- Signing up this year was horrible. The booklet arrived Jan. 24th. I signed up for as much as possible and received "3" tickets with my confirmation letter. \*See back of form for additional comments.
- 1) Place 6th grade with Interface B, 2) Identify grade level on explanation of sessions, #) Origami must be in a well lit room. (Many session I sat in did not apply to my grade level. I felt I was wasting time. Could have been another session.)
- 6
- 4 9 10
- Presenters cannot keep interest for 3 hours (or more).
- Rooms need to be signed based upon # of interested people, not just on room size. I signed up in Jan and was only assigned 2 sessions.
- Mail catalog earlier- I can choose sessions better
- Mail interface catalogs earlier- I have yet to receive one. Put grade levels on every sessions offered. Offer more sessions for 6th and 7th grade levels. (I have had one class for my grade level)
- You need to put grade levels in the book so we know what their emphasis is- The books need to be sent out earlier. Offer more math sessions. (I could only find 1 on Tuesday)
- Good conference. I look forward to coming back
- I think it would be helpful if the technology classes were taught using some kind of computer lab so that the participants cab be involved.
- continue with high quality presentations
- 4
- add more life science workshops
- 60 minute sessions
- more math and math classes in larger rooms. All the geometry seemed to be at the same time. The evening sessions were excellent!
- the six hour sessions could be split by entertaining type evening sessions.
- Offer all 3 hr. workshops at the same time and all short sessions at the same time so if you want a long session/ short session you don't have big holes in the day.
- From a math perspective, the entire conference seemed weighted more towards science in the ways of sessions and vendors. Is this typical? lbachman@calhoun.k12.mo.us

- more 45 min. sessions
- Please add a chemistry, I was very disappointed when that session was cancelled.
- have more science workshops centered on student improvement, information about GLE's

### Q14: Please help the Steering Committee select pertinent, useful topics for the 2006 Interface PD...

Please help the Steering Committee select pertinent, useful topics for the 2006 Interface PDE. Mark three choices.

	Counts	Percents	Percents 0 100
Higher Order Thinking Skills	218	45.2%	
HS Science Strategies	177	36.7%	
Inquiry Based Learning	177	36.7%	
MS/Jr. High Science Strategies	167	34.6%	
Incorporating MAP Strategies	142	29.5%	
Reading/ Writing in Math and/ or Science	138	28.6%	
Writing MAP type questions	125	25.9%	
Building Schools of High Achievers	123	25.5%	
MS/Jr. High Mathematics Strategies	119	24.7%	
HS Mathematics Strategies	83	17.2%	
Elementary Science Strategies	19	3.9%	
Elementary Mathematics Strategies	10	2.1%	
GLE	3	0.6%	
Earth Science	2	0.4%	
9th grade Physical Science	1	0.2%	
Other	43	8.9%	
Totals	482	n/a	
Mean	--		

### Q15: Comment:

Comment:

- The rooms were cold.
- More meat served at meals--too many carbs!
- The staff at Tan-Tara are friendly and helpful. The meals are organized - more so than the convention itself.
- Excellent conference!
- I liked the meal arrangement.

- Thank you.
- Thank you, it was a good conference.
- The keynote speaker was excellent!
- Regarding the keynote speaker - Some comments were crude. Use scientific terms for dung.
- Note: registration form too confusing.
- All the speakers were beneficial/ entertaining. Great Job!
- Some of the descriptions were misleading regarding math or science.
- Thank you! It's been excellent!
- Great Keynote speaker! Raptors were fabulous! Techno Tidbits need to be in "B" also.
- Registration book very late to our school. (2 weeks before Interface)
- P.S. The food could use some improvement!
- The application form was VERY difficult to fill out.
- More hands-on creative lessons for science classroom. The 6 hour success link was awesome. More like this workshop is needed. This conference was not as informative as past conferences.  
Descriptions of conferences in books were not along with the actual workshops.
- Good speaker for conference- David Schwartz
- Our students are pawns in a political game of financial "tug of war"
- Thank you so much. I have many ideas to reflect and work on . Much will be used immediately in my classroom.
- Lunch on Tuesday?
- The wait staff and food were wonderful!